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ABSTRACT

A participant's handbook for the workshop on an overview of bilingual program evaluation provides instructions and worksheets for the workshop activities. The handbook is accompanied by a workshop text. The workshop is the first of five 4-hour evaluation workshops designed to meet the basic information needs of teachers, administrators, evaluators, and researchers involved in bilingual education. The objectives are to inform participants about the decision-facilitation model of evaluation, features of bilingual education programs in comparison to other programs, and methodological issues in conducting a bilingual evaluation. The other four workshops cover evaluation design, student testing and assessment, implementation evaluation, and evaluation management. The workshop activities involve identifying problems in the simulated bilingual program, identifying different perspectives on the evaluation process and appropriate methodologies, and reviewing the steps in planning a bilingual evaluation. (RW)

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Bilingual Evaluation Technical Assistance

Workshop I

Overview to Bilingual Program Evaluation

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Participant's Handbook

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Table of Contents

		Page
Activity #1:	Identifying problems in the simulated bilingual program	1
Activity #2:	Identifying different points of view about the process of evaluation and appropriate methodology . .	7
Activity #3:	Review of steps in planning a bilingual evaluation .	12

a. Needs assessment

b. Program planning

c. Formative evaluation

d. Summative evaluation

GENERAL WORKSHOP SCHEDULE

This workshop has been designed to accomplish its objectives within four hours of instruction. Below you will find a general time schedule and the times allotted for each activity. Please detach this page for use during instruction.

Morning Workshop	Time	Activity
	8:00-8:20 AM	Coffee, introductions
	8:20-8:40	Bilingual programs and evaluation, introduction
	8:40-8:50	Presentation of Simulation
	8:50-9:15	Exercise #1: Identification of three major problem areas in evaluation bilingu programs
	9:15-9:45	The CSE and BETA evaluation models: discussion
	9:45-10:00	Methodological issues in evaluation: discussion
	10:00	Break
	10:30-11:15	Exercise #2: Needs Assessmen
	11:15-12:00	Exercise #3: Program Plannin
	12:00	Lunch
Afternoon Workshop		
	1:00-1:45 PM	Exercise #4: Formative evaluation
	1:45-2:15	Exercise #5: Summative evaluation
	2:15-2:30	Discussion
	2:30-2:45	Participants' evaluation of Workshop I

Workshop Objectives

1) Know the features of a decision-facilitation model of of evaluation (the CSE approach) and how it is implemented.

2) Know how bilingual programs are both similar to and different from other educational programs.

3) Identify the substantive and methodological "problems" in conducting a bilingual evaluation.

EXERCISE 1:

PROBLEMS IN THE SIMULATED BILINGUAL EDUCATION PROGRAM

Directions: In the materials you have just read, there are several problem areas in the bilingual education program. These problems reflect (1) disagreements about the nature and purpose of evaluation, (2) disagreements about the nature of bilingual education, what it should do, and how it should be taught, and (3) methodological problems in measuring program effectiveness, for example in evaluation design and student assessment.

Your job in this exercise is to list problems that reflect the three kinds of concerns above. Here are three statements that exemplify the kinds of problems you should be looking for.

Example 1: disagreements about evaluation. The school board sees evaluation of a program as student's achievement scores on a standardized test; the bilingual director sees evaluation as the use of criterion-referenced tests, program documentation, student follow-up, etc.

Example 2: disagreements about bilingual education. The school board wants the bilingual program to stress English-language skills; some teachers want to develop competencies in the native language before beginning instruction in English.

Example 3: methodological problems. The test used to evaluate the program is probably biased against limited-English speaking students.

On the following page, try to identify and list four or five problems in each major area of concern. Try to keep each problem statement to a sentence or two, and identify the source of the problem -- is it common across the entire district or in a particular school?

If you find other problems that do not fit into the above three categories, list them as (4) other.

Exercise 1 Worksheet

1. Problems showing disagreements about the nature of evaluation.

2. Problems showing disagreements about the nature and purpose of bilingual education

3. Methodological problems.

EXAMPLES OF PROBLEMS IN THE SIMULATED PROGRAM

1. Problems having disagreements about the nature of evaluation:

   a. The Tally principal and the Board evaluation is a matter of getting student achievement scores up (traditional summative approach).

   b. Teacher at Cedric sees student follow up as an important function of evaluation. The Cedric principal also sees the importance of follow up of students after they exit from the program.

   c. The bilingual director, and some principals and teachers want to rely less on standardized tests. They think the evaluator should use multiple measures, such as an exit language proficiency test, criterion-referenced tests relevant for and sensitive to their program goals and objectives. (More formative, program improvement approach)

   d. The Cedric principal suggests those are ways, other than standard achievement scores, to show program success.

   e. Several people are concerned that there is little documentation of the program. (Formative approach)

2. Problems showing disagreements about bilingual education:

   a. Tally school former ESL teacher has a poor attitude toward bilingual education. All his instruction is in English, and only in reading and math.

   b. Tally principal has mixed feelings about bilingual education; sees little difference between ESL and bilingual education.

c. Cedric teacher is concerned about who does the bulk of the teaching -- teachers or aides. Sees a great need for more certificated bilingual teachers to be responsible for instruction.

d. At Walpole the teachers are in self-contained classrooms. They teach what they want to how they want to. Probably means there are several different bilingual programs going on.

e. Walpole principal does not force bilingual education. Thinks it has not been successful. But another principal thinks it has. They probably have different expectations of the program (or different ways of judging success).

f. At the junior high school the teachers have mixed reactions to bilingual education: some skepticism. There is also great variety in teaching method and curricular emphasis.

g. Board and some principals want more emphases on English-language skills and rapid student exit into the regular curriculum (transition program). Others feel the program should provide maintenance; more concern with affective (self-concept, dropping out) as well as cognitive outcomes.

h. Very little involvement of parents who have students in the program.

3. Methodological problems:

a. Elementary students were selected for the program on the basis of teacher informal interviews. That is, no formal measures of entry into the program.

b. Students exit the program on the basis of their scores on a Standardized test. That is, there is no language proficiency test used to determine if student is ready to exit.

c. The Standardized test used on the program is probably biased against LES students.

d. There is no test (criterion-referenced or objectives-based) that measures how well the program is doing on its stated objectives.

e. LES students score lower on the Standardized tests than students in the regular program; the gap gets bigger every year.

f. The entry criteria allow students of widely differing language and ability levels to be placed in the same classroom.

4. Other

a. There are many materials in Swabe; but they were developed in another country and so have to be adapted.

b. There are few instructional materials in Ono; the few there are were teacher developed.

c. All the LES students in the junior high school are Suabe students.

d. Wide differences in teacher training in and attitude toward bilingual education.

e. Wide difference in use of aides and possibly in aides' educational background.

STOP

DO NOT GO ON UNTIL ASKED TO

EXERCISE 2:

PLANNING A BILINGUAL PROGRAM EVALUATION

Directions: Using the test of bilingual program problems previously generated, plan the broad questions that an evaluation might try to answer and then suggest general evaluation techniques to answer them. If you cannot generate a technique to answer a question, list this as an area that needs further explanation. You will be raising questions and suggesting evaluation strategies for each of the Stages of Need Assessment, Program Planning, Formative Evaluation, and Summative Evaluation. There well be short discussion periods at the end of each of the five stages above, so do not go on to another evaluation stage until you are asked to.

The worksheets for this exercise begin on the next page. You will have minutes for the entire exercise.

Worksheet Part 1: Needs Assessment. Generate __ questions and evaluation techniques below. Two examples have been provided for you.

Evaluation Question	Evaluation Technique
1. What is the LES parental attitude toward bilingual education?	1. Survey parental attitude -- e.g., questionnaires; oval interviews.
2. What range of language ability exists among the LES students?	2. Survey home language: administer oval test of ability in both languages

STOP

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Part 1: Needs Assessment. Examples of Questions and Techniques

Evaluation Question	Evaluation Technique
1. What is parental attitude toward bilingual education?	1. Survey parental attitude -- e.g., questionnaires; oval interviews.
2. What range of language ability exists among the LES students?	2. Survey home language: administer oval test of ability in both languages.
3. Do the results of formal language ability classifications agree with those informally made by teachers in the past?	3. Administer test of entering language ability. If teachers have kept data on the informal interviews, check range of agreement/disagreement.
4. What are the different bilingual teaching abilities/attitudes of administrators? of teachers? of aides?	4. Review teacher background history: conduct classroom observations; interview administrators, teachers, aides.
5. Why are all the LES students in the junior high school Suabe speakers? e.g., is the one component in the elementary schools more successful than Suabe. Do the two components have different entry criteria? exit criteria?	5. Interview teachers in elementary schools and junior high school. Review school records. Interview students. Examine test results.
6. What test data are available on LES students?	6. Examine school/district records

STOP

DO NOT GO ON UNTIL ASKED TO

Part 2: Program Planning. Generate __ questions and evaluation techniques below. Two examples have been provided for you.

Evaluation Question	Evaluation Technique
1. Is the present program appropriate to the identified needs?	2. Examine materials; interview administrators, teachers, aides: conduct classroom observations.
2. What are the beliefs among administrators, teachers, and aides about the nature and purpose of bilingual education?	3. Interviews.

STOP

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Part 2: Program Planning. Examples of Questions and Techniques

Evaluation Question	Evaluation Technique
1. Is the present program appropriate to the identified needs?	1. Examine materials; interview administrators, teachers, aides; conduct classroom observations.
2. What are the beliefs among administrators, teachers, and aides about the nature and purpose of bilingual education?	2. Interviews.
3. To what extent should/could parents be involved in the program?	3. Review relevant regulations.
4. Are measures presently used adequate? bias free? appropriate to the goals of the program?	4. Analyze test content, format, difficulty levels.
5. Can we find out if the program is meeting its objectives?	5. Criterion-referenced test. (begin search for a test; a plan to develop one.
6. What is the next appropriate design to: (a) monitor the program and provide information leading to program improvement (b) provide meaningful information about overall program effectiveness.	6. Need further explanation.

STOP

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Part 3: Formative Evaluation. Generate __ questions and evaluation techniques below. Two examples have been provided for you.

Evaluation Question	Evaluation Techniques
1. Is there a district/school implementation plan?	1. Interview administrators/teachers. Examine plans.
2. To what extent do classroom teachers follow implementation plan?	2. Observations.

STOP

DO NOT GO ON UNTIL ASKED TO

Part 3: Formative Evaluation. Examples of Questions and Techniques

Evaluation Question	Evaluation Techniques
1. Is there a district/school implementation plan?	1. Interview administrators/teachers. Examine plans.
2. To what extent do classroom teachers follow implementation plan?	2. Observations.
3. To what extent do teachers emphasizing common objectives use the same methods/materials?	3. Interviews. Observations. Review lesson plans.
4. Is there differential use of aides?	4. Observation.
5. To what extent is the program meeting its objectives?	5. Observation. Short, objectives based tests of student progress.
6. Does the implementation plan or the program need to be modified to meet objectives?	6. Analyses of above information.

STOP

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Part 4: Summative Evaluation. Generate __ questions and evaluation techniques below. Two examples have been provided for you.

Evaluation Question	Evaluation Technique
1. Are students who exit the program prepared for instruction in English?	1. Exit test of language proficiency follow-up in junior high and high school.
2. Is student attitude improving as a result of the program?	2. Interview teachers, parents, and administrators. Examine student test scores in other curriculum areas. Conduct follow-up in junior high and high school.

STOP

DO NOT GO ON UNTIL ASKED TO

Part 4: Summative Evaluation. Examples of Questions and Techniques

Evaluation Question	Evaluation Technique
1. Are students who exit the program prepared for instruction in English?	1. Exit test of language proficiency; follow-up in junior high and high school.
2. Is student attitude improving as a result of the program?	2. Interview teachers, parents, and administrators. Examine student test scores in other curriculum areas; conduct follow-up in junior high and high school.
3. Is the bilingual program content congruent with the regular curriculum?	3. Needs further explanation.
4. Is community/parental involvement improved?	4. Interview parents. Observe at parent advisory board meetings.
5. How did the student achievement scores compare with non LES students in the district? with other LES students in similar program/districts?	5. Test score analyses. Review of comparative LES data.
6. Did the program meet its objectives for student achievement?	6. Pre-post administration of criterion-referenced tests appropriate to program objectives and the students in the program.

STOP

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